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ABSTRACT

A follow-up study was done of Kentucky seniors who graduated in 1987 and who had taken three or more semesters of consumer and homemaking education (CHE). Telephone interviews were completed for 157 graduates in 51 randomly selected Kentucky high schools. Two somewhat comparable interview schedule forms consisted of questions concerning demographic variables, graduates' real life experiences, and graduates' behavior in relation to three areas of home economics subject matter: foods/nutrition; consumer education/resource development; and parenting/child development. The sample population came from a variety of community, school, and home economics programs. Most were female, Caucasian, and lived at home with parents. Ninety-six percent said they would definitely recommend that a student take home economics in high school. Mean scores were calculated for each content item and subscale. Data showed that graduates were using the information taught in CHE courses. Significant differences among total scores were found for these variables: community size, enrollment in home economics, class rank, where the graduate was living, education/work status, and insurance. Research recommendations included a longitudinal follow-up study, focus on behaviors in other content areas, and comparison with non-CHE students. (Appendixes include correspondence, instruments, and a list of 17 references.) (YLB)

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IMPACT OF KENTUCKY CONSUMER AND HOMEMAKING PROGRAMS ON STUDENTS

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University of Kentucky

June, 1988

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Funded by: Research and Development Unit
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Office of Vocational Education
Frankfort, Kentucky

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INTRODUCTION/REVIEW OF LITERATURE

Following the passage of the Smith-Hughes Act in 1917, home economics programs rapidly developed. However, at that time and since then, there has been little attempt to assess the impact of home economics programs on students' behaviors following their high school graduation.

Prior to the later 70s, there were only two national studies in which data was collected regarding home economics programs (Office of Education, 1941; Coon, 1962). The reports, done for the United States Office of Education, provided enrollment figures and descriptions of programs and program availability.

While the United States Office of Education studies were important to the profession, they did not specifically address program impact on students, nor did many subsequent studies. Nelson (1979) surveyed home economics education research of the seventies and located no studies concerning the long-term impact of consumer and homemaking programs on students. She reported locating only three major program evaluation studies, none of which looked at programs in multiple states. Her recommendation was that data be collected on program outcomes.

It would appear that limited research has been done on the effects of home economics on students following graduation. Follow-up studies that have been done often focused on the numbers of graduates employed in a job related to an occupational/gainful employment program rather than on what students learned in the program. While the approach has been relevant for home economics job training programs, it has not been appropriate for the

Consumer and Homemaking (CHE) portion of the vocational home economics programs.

The responsiveness and effectiveness of vocational education legislation was the focus of a National Institute of Education (NIE) study that was authorized by Congress in the Educational Amendments of 1976 (Hendrickson and David, 1980). Of particular importance to home economics was the dimension of the study on the impact of CHE programs on students. Researchers reported a limited amount of CHE research having been done on changes in learner knowledge, attitudes, or behaviors. A significant lack of evidence on students' change in attitudes and behaviors was noted. It was further observed that the evaluation studies that had been conducted were more often of a local or statewide scope rather than a national one (National Institute of Education, 1981).

As part of the NIE study, home economists Griggs and McFadden (1980) reviewed the research evaluating CHE programs. They also observed that more program outcome evaluative information was needed. Further support for research on program outcomes was given by Wallace and Hall (1983) in their analysis of future home economics education needs.

In 1977 the Policy and Planning Committee of the Home Economics Division of the American Vocational Association recognized the need for a professional organization to assume some responsibility for promoting, facilitating, and conducting research that could document program effectiveness. Based on this concern, a Research Committee was established. Subsequently, several studies were done as a result of the Committee's efforts. The first, a census study by Hughes et al. (1980), identified

subject matter taught in CHE programs in the nation. Following this, four studies were done that examined the impact of CHE courses on secondary students. These included studies that focused on dimensions of successful home economics programs (Mears, Ley, and Ray, 1981), assessment of the impact of CHE on mildly mentally handicapped students mainstreamed into home economics programs (Fedje, Champoux, and Holcombe, 1981), case studies in which students described the value of their home economics courses (Caputo and Haymore, 1981), and the effectiveness of child development/parenting courses (Gritzmacher, Schultz, Shannon, and Watts, circa 1981).

A project to ascertain students' use of information from CHE programs was initiated by a subcommittee of the Research Committee in the early 1980's. Home economics educators in Florida, Louisiana, and Nebraska pilot-tested instruments and processes developed by the subcommittee (Mears and Ray, n.d.). After the pilot test, other states were requested to use the instruments and processes. The idea was that data could be used by the individual states and then be combined to reflect a national picture of the impact of CHE programs on students following high school graduation. Faculty of the Vocational Home Economics Program at the University of Kentucky volunteered to collect data on Kentucky students.

In the early eighties Willett and Sierp (1982) had done a follow-up study of Kentucky CHE students. However, there had not been a statewide Kentucky evaluation study regarding CHE programs since then.

The study began in school year 1986-87, when the names of students graduating in 1987 and related data were collected. In fall 1987 the follow-up data were collected.

Questions to be answered in the study were as follows:

1. What are the characteristics of high school graduates who have completed a minimum of three semesters of CHE courses?
2. At what level do graduates endorse CHE courses and what is their rationale for it?
3. What knowledge can graduates who have completed a minimum of three semesters of CHE use in relation to foods/nutrition, consumer education/resource development, and parenting/child development?
4. Is there a relationship between graduates' scores and
   a. selected variables (i.e., school enrollment, home economics enrollment, community size, presence of FHA/HERO chapter, race, and class rank)
   b. number of CHE courses completed
   c. measures of responsibility in real life (i.e., where they were living, for whom they were responsible, school/work status, using credit cards, and having insurance)?

PROCEDURES

Sample

A random sample of 60 (25%) of Kentucky's 244 high schools was selected for participation in the study. The Home Economics Program Manager for the State Department of Education and the project director co-signed a letter to principals of the selected schools. The letter described the study and requested the principals to allow their schools to participate (Appendix A). All principals approved. The Home Economics Program Manager and project director then sent a letter to the home economics teachers asking them to identify all seniors graduating in 1987 who had taken three or more semesters of CHE (Appendix B). The teachers were given instruction on how to randomly select five of these students. Teachers were requested to explain to the selected students the purpose and process for the study and secure their agreement to participate. Following this the teachers were to complete a form requesting demographic and academic information on each student (Appendix C). The mailing also included a form requesting data about school size, course offerings, and home economics enrollment (Appendix D). Nineteen of the 60 teachers responded. A follow-up letter was sent to the remaining teachers (Appendix E). A final total of 51 teachers sent in materials. The number of student names received was 270. Students were mailed letters thanking them for agreeing to participate (Appendix F). Forms which they could send to the project director if their telephone number changed were included.

Instruments

The instrumentation for the study consisted of two somewhat comparable interview schedule forms. The questions had been developed by teacher

educators on the American Vocational Association's Home Economics Division Research Committee. Subject matter specialists at the institutions where the teacher educators worked validated the content items. A pilot test using the interview schedule forms was then conducted in Florida, Louisiana, and Nebraska (Mears and Ray, n.d.). Based on the results, the researchers revised the interview schedule forms and suggested they be used in future studies. The revised interview schedule forms were used in the study herein.

The interview schedule forms consisted of questions concerning demographic variables, graduates' behavior in relation to home economics subject matter, and graduates' real life experiences. Demographic variables questions were the same on both forms and related to such things as where the graduates lived and their employment/educational status. There were 15 subject matter questions on both forms, with five each on the following subject matter areas: foods/nutrition, consumer education/resource development, and parenting/child development. One nutrition question was the same on both forms. The remaining items were different. However, most questions were written so that a question on Form A had a parallel question on Form B. For example, a Form A question was "What will you do to help ensure your child's physical safety at home?". The Form B parallel question was "What will you do to help your child avoid common childhood illnesses?". Acceptable potential answers that the graduates might give were listed, along with an "other" category where satisfactory responses not listed could be written in. Real life experiences questions concluded the forms. They were the same on both forms and consisted of questions regarding such things as car, insurance, and credit card ownership. Form A's reliability estimate was .89 and Form B's, .83 (Clawson and Johnson, 1986).

Two questions designed to assess graduates' reactions to their CHE courses were added to the instruments for the Kentucky study. Graduates were asked if they would recommend the courses to future students and why.

Data Collection

Data were collected in fall 1987. Following training by the project director, a research assistant did the telephone interviewing. Interview schedules were completed for 157 or 58 percent of the 270 graduates. Incompleted interviews were because of wrong or discontinued numbers, inability to reach graduates despite repeated calls, or graduates no longer living in the United States. Graduates were called at different times of the day, with the minimum number of attempts being a morning, an afternoon, and an evening call.

Instrument Scoring

Instrument scoring was done after all the interviews were completed. The research assistant who did the interviewing was trained to code the data. When she was uncertain about how to score a response, the project director and subject matter specialists assisted in determining appropriate scoring.

Each correct response to an item received two points. Partially correct responses received one point. No points were given for incorrect responses. Both item parts were scored together for the question "How much of foods that are rich in calcium did you eat and drink yesterday? Give approximate amounts." Each calcium-rich food the graduate named was given two points, and each serving of that food was also given two points. Criteria for serving size were those specified in the United States Department of Agriculture's Bulletin Nutritive Values of Foods (1971). For a two-part item asking (A) which snacks graduates avoided and (B) why, two points

were given for each correct Part A response plus two points for each Part B response. If the graduate avoided a food for an invalid reason, no points were given for naming the food. The maximum points that could be scored on any item was ten. For the total 15 questions the possible range of scores was 0 to 150.

DATA ANALYSIS/FINDINGS

The presentation of the data is organized by research questions.

Question 1. What are the characteristics of high school graduates who have completed a minimum of three semesters of CHE courses?

Demographic characteristics of the subjects were analyzed using descriptive statistics. The resulting demographic data are presented in Table 1. These data describe community, school, and home economics program size and the student population.

Approximately one-third (38%) of the graduates lived in a community of 10,001 to 50,000, and approximately another third (31%) lived in a community that had between 5,001 and 10,000 residents. Nearly one-half went to a high school with 501 to 1,250 students (45%), while approximately one-third (32%) attended a school with 500 or less students. The most prevalent sizes of home economics program in which students were enrolled were in the ranges of 151-250 students (41%) and 76-150 (33%).

Just over two-thirds (64%) of the students ranked academically in the upper quartiles of their class, 28% were in the lower quartiles, with data not available for the remainder of the sample (8%). Most of the students were female (94%), Caucasian (87%), and had a Future Homemakers of America/Home Economics Related Occupations chapter in their school (96%).

For inclusion in the study a student had to take a minimum of three semesters of CHE courses. Three students who took less than three semesters of CHE qualified by taking three semesters or more of a combination of comprehensive consumer and homemaking, child development/parenting/family,

Table 1

Demographic Information

N = 157

Variable	Number	Percentage
Community Size		
Less than 2,000	15	9.6
2,001- 5,000	11	7.0
5,001- 10,000	48	30.6
10,001- 50,000	60	38.2
50,001-100,000	13	8.3
100,000 or more	10	6.4
School Size		
500 or less	50	31.8
501-1,250	70	44.6
1,251-2,000	31	19.7
2,001 or more	6	3.8
Home Economics Enrollment		
75 or less	21	13.3
76-150	51	32.5
151-250	64	40.8
251-350	11	7.0
351 or more	10	6.4
Student Class Rank		
Upper 25%	43	27.4
Upper 26-50%	58	36.9
Lower 51-75%	27	17.2
Lower 76-100%	17	10.8
Not available	12	7.6
Student Gender		
Female	148	94.3
Male	9	5.7
Student Ethnic/Race		
Caucasian	136	86.6
Black	21	13.3
FHA/HERO Chapters		
Schools with	151	96.2
Schools without	6	3.8

Variable	Number	Percentage
Semesters of Consumer and Homemaking Education Courses		
0	2	1.3
1	1	0.6
2	10	6.4
3	15	9.6
4	43	27.4
5	9	5.7
6	42	26.8
7	6	3.8
8	18	11.5
9	4	2.5
10	5	3.2
11	1	0.6
12	0	0.0
13	1	0.6
Total Semesters of Comprehensive Consumer and Homemaking, Child Development/ Parenting/Family, Consumer Economics/ Management/Family Finance, and Food/ Nutrition/Health Courses		
2	3	1.9
3	17	10.8
4	42	26.8
5	22	14.0
6	41	26.1
7	8	5.1
8	15	9.6
9	3	1.9
10	5	3.2
11	1	0.6
Semesters of Comprehensive Consumer and Homemaking Education		
0	26	16.6
1	10	6.4
2	115	73.2
3	0	0.0
4	6	3.8

Variable	Number	Percentage
Semesters of Child Development/ Parenting/Family Courses		
0	25	15.9
1	45	28.7
2	55	35.0
3	20	12.7
4	9	5.7
5	3	1.9
Semesters of Consumer/Management/ Family Finance Courses		
0	89	56.7
1	46	29.3
2	18	11.5
3	4	2.5
Semesters of Food/Nutrition/Health Courses		
0	22	14.0
1	61	38.9
2	68	43.3
3	3	1.9
4	3	1.9

consumer/management/family finance, and food/nutrition/health courses. Three students who did not qualify under the sum of these courses did qualify by total semesters of CHE courses. The majority of the 157 total qualified students (73%) had taken two comprehensive CHE courses; however, nearly a fifth had not taken any. Data collected about enrollment in specialized subject matter courses showed 84% of the students had taken one or more child development/parenting/family courses. This was very comparable to the 86% of the students completing at least one food/nutrition/health course. A considerably lower percentage of students (43%) had taken any consumer/management/family finance courses.

Table 2 reports data about the real life experiences of the former students. The greatest number were living at home with parents (64%) and were responsible only for themselves (87%). Over a third (36%) were in school or some other education-related activity. Almost another third (31%) were employed either full-time or part-time. Twenty-seven (17%) were combining full-time or part-time work.

Graduates also answered questions about having their own car, using someone else's car, and having various types of insurance and credit cards. Almost half of the sample (44%) did not have a car. As might be expected then, a majority (62%) used someone else's car. Of those graduates who had their own car, their parents most frequently had paid for it. The types of insurance they most often had were health, automobile, and life. The percentages of students who had these insurances were 82, 78, and 73 respectively. Approximately three-fifths (58%) of the graduates had dental insurance, and about a fifth (21%) had property insurance. Parents most often paid for the various types of insurance. The type of insurance which the graduates paid for most often was automobile. Approximately one-fourth (28%) of the graduates who had automobile insurance paid for it themselves. Few graduates (15%) had any credit cards.

In summary, the sample came from a variety of community, school, and home economics program sizes. Academically, a majority were in the upper quartiles of their classes. Most were female, Caucasian, and had a Future Homemakers of America/Home Economics Related Occupations chapter in their school. A majority lived at home with parents and were responsible only for themselves. About a third were in school or another education-related activity and about a third were employed. About a fifth were combining

Table 2

Number and Percentage of Responses to Real Life Experiences

N = 157

Variable	Number	Percentage
Where are you living now?		
At home with parents	101	64.3
Alone in room or apartment	3	1.9
With spouse	13	8.3
In dormitory	37	23.6
Other	3	1.9
For whom are you responsible?		
No one	137	87.3
Spouse	10	6.4
Children	6	3.8
Parent(s)	1	0.6
Other	1	0.6
Combinations	2	1.3
What are you doing now?		
In school or other education-related activity	57	36.3
Employed part-time	18	11.5
Employed full-time	30	19.1
Looking for work	14	8.9
Full time homemaker	4	2.5
In school and work part-time	20	12.7
In school and work full-time	7	4.5
Full time homemaker looking for work	6	3.8
Other combinations	1	0.6
Do you have your own car? If yes, who paid for it?		
Yes; self	35	22.3
Yes; parents	33	33.8
No	69	43.9
Do you use someone else's car?		
Yes	59	37.6
No	98	62.4

Variable	Number	Percentage
Do you have any auto insurance? If yes, who paid for it?		
No	34	21.7
Yes; self	35	22.3
Yes; parents	81	51.6
Yes; employer	1	0.6
Yes; other	6	3.8
Do you have any health insurance? If yes, who paid for it?		
No	29	18.5
Yes; self	10	6.4
Yes; parents	106	67.5
Yes; employer	5	3.2
Yes; other	7	4.5
Do you have any life insurance? If yes, who paid for it?		
No	43	27.4
Yes; self	8	5.1
Yes; parents	96	61.1
Yes; employer	3	1.9
Yes; other	7	4.5
Do you have any dental insurance? If yes, who paid for it?		
No	66	42.0
Yes; self	6	3.8
Yes; parents	77	49.0
Yes; employer	3	1.9
Yes; other	5	3.2
Do you have any property insurance? If yes, who paid for it?		
No	125	79.6
Yes; self	6	3.8
Yes; parents	22	14.0
Yes; other	3	1.9
Yes; not available	1	0.6
Do you have any credit cards?		
Yes	24	15.3
No	133	84.7

school and work. Approximately half owned their own car. A majority had automobile, health, life, and dental insurance, but only about a fifth had property insurance. Most did not have credit cards. In addition to the other home economics courses they had taken, the majority had taken two comprehensive CHE courses.

Question 2. At what level do graduates endorse CHE courses and what is their rationale for it?

When asked if they would recommend that a student take home economics in high school, 96% of the graduates said definitely, and 4% said probably. No students said they were unsure or that they would not recommend that a student take home economics. Reasons cited most often for taking home economics were learning (1) skills for everyday living in the real world, (2) how to be more mature and self-confident, and (3) home economics content. Content areas which were mentioned are presented in decreasing order of importance: food/nutrition, parenting, family living/marriage, sewing/fashion, money management/consumer education, and career education.

Question 3. What knowledge can graduates who have completed a minimum of three semesters of CHE use in relation to foods/nutrition, consumer education/resource development, and parenting/child development?

Mean scores were calculated for each content item and subscale (foods/nutrition, consumer education/resource development, and parenting/child development), and the total instrument for the two interview schedule forms. The mean score for Form A was 51.60 with a standard deviation of 15.65 and a range of 26-96. On Form B the mean was 43.56, the standard deviation 12.44, and the range 6-80.

Mean scores for individual items and subscales are shown in Tables 3 and 4. The score for the parenting/child development subscale was higher for both Forms A and B than it was for the other subscales. These scores were higher than the subscales in the other subject areas by four to six points on Form A and five to eight points on Form B. The greatest subscale score difference between Form A and B was in the area of consumer education/ resource development. The smallest subscale score difference between the two forms was in foods/nutrition.

In the sections on foods/nutrition, consumer education/resource development, and parenting/child development that follow, mean scores on items in the two interview schedule forms will be examined. Scores on parallel items in the forms will be compared. A breakdown of responses to individual items will be reported.

Foods/Nutrition

The mean score was higher for a question on snacks the graduates avoided that it was for the question on nutritious snacks they ate most often (Form A, $\overline{X}$ = 3.85; Form B, $\overline{X}$ = .93, respectively). While they enjoyed eating them, the graduates avoided eating candy (46%) and foods such as pie, cake, and cookies (23%) for snacks. The reason most often cited for avoiding these foods for snacks was their high caloric value (Form A, 62%). Twenty-three percent said fruit was the snack food they ate most often (Form B).

Graduates got a higher mean score on the item how to change eating habits if you gained unwanted weight than on the item on where they would go for information on safe, healthy weight control (Form A, $\overline{X}$ = 3.43; Form B, $\overline{X}$ = 2.10, respectively). If they gained weight and wanted to lose it (Form A), the greatest numbers reported they would eat less (65%),

Table 3

Mean Scores of Responses to Interview Questions
for Form A

N = 65

Item		Mean Score
Foods/Nutrition		
Any snack you avoid		3.85
If weight gained, how to change eating habits		3.43
How do you maintain food safety		3.28
How do you decide nutritious diet		2.43
How do you assure Vitamin A		1.48
	Subscale $\bar{X}$ score	14.46
Consumer Education/Resource Development		
Goals you have for time useage		4.09
What is important in managing money		3.82
What are you doing to guard health		3.38
Information used from "Use & Care" booklets		2.86
Ways you have conserved energy		2.44
	Subscale $\bar{X}$ score	16.60
Parenting/Child Development		
Ways to ensure child's physical safety		4.74
How to provide for child's emotional needs		4.49
Changes in living habits when pregnant		4.29
Ways to show child your love		3.63
Reasons to decide to have a child		3.30
	Subscale $\bar{X}$ score	20.54

substitute low-calorie foods for higher calorie foods (35%), and quit eating between meals (25%). Information on safe, healthy weight control (Form B) would be scured from a doctor (60%), magazines, newspapers, and books written by persons with a nutrition background (19%), a book recommended by a doctor, home economics teacher, or dietitian (12%), a dietitian (10%), or a home economics teacher (7%).

The graduates scored about the same on items on maintaining the nutritional value of food through appropriate storage and preparation

Table 4

Mean Scores of Responses to Interview Questions
for Form B

N = 92

Item	Mean Score
Foods/Nutrition	
Foods rich in calcium you ate yesterday	5.11
Ways to keep nutritional value from being lost	3.42
How do you decide nutritious diet	2.20
Where to get information on weight control	2.10
Nutritious snacks eaten often	.93
Subscale $\bar{X}$ score	13.76
Consumer Education/Resource Development	
Ways to protect health	2.91
Community resources used	2.40
What was done with defective purchases	2.16
Type of spending plan followed	2.09
How do you participate in political process	1.48
Subscale $\bar{X}$ score	11.04
Parenting/Child Development	
Foods to eat when pregnant	5.28
Reasons to decide to have a child	3.80
Ways to develop child's intellect	3.63
Ways to guide or discipline child	3.25
How to avoid childhood illnesses	2.79
Subscale $\bar{X}$ score	18.76

(Form B, $\bar{X}$ = 3.42) and maintaining food safety (Form A, $\bar{X}$ = 3.28). The most frequent responses to maintaining nutritional value were storing foods in airtight containers (59%), wrapping foods for storage (51%), and refrigerating leftovers (37%). Low percentages of graduates said they maintained nutritional value by cooking their vegetables in a small amount of water and by recycling cooking water from vegetables for use in sauces and gravies (6% and 3% respectively). Sixty percent of the graduates reported refrigeration as important in maintaining food safety.

The question "How do you decide whether you had a nutritious diet for the day?" was on both forms, and the respondees for the two forms has similar scores (Form A, $\bar{X}$ = 2.43; Form B, $\bar{X}$ = 2.20, respectively). The most prevalent responses were using the Basic 4 or 5 Food Groups (41%), checking back on nutrients in foods they ate (34%), and eating a variety of foods throughout the day (33%).

The sample had a higher mean score on the item relating to consuming calcium-rich foods that it did for the item on foods high in Vitamin A (Form B, $\bar{X}$ = 5.11; Form A, $\bar{X}$ = 1.48, respectively). Calcium-rich foods the graduates reported eating or drinking the day before the interview were milk (66%) and cheese (36%). Thirty-one percent reported eating certain vegetables (i.e., carrots, sweet potatoes, tomatoes, squash, broccoli, pumpkin) to assure Vitamin A in their diet, and 12% ate certain fruits (i.e., apricots, peaches, nectarines, watermelon, cantaloupe) for this reason.

In summary, in the area of foods/nutrition, graduates scored highest on eating calcium-rich foods, snacks avoided, how to change eating habits if unwanted weight was gained, and how to maintain the nutritional value of food. Graduates scored lowest on nutritious snacks eaten often and how to assure Vitamin A intake.

Consumer Education/Resource Development

The highest mean score in this section was for the item on goals graduates had for which they needed to make a decision regarding time usage (Form A, $\bar{X}$ = 4.09). The greatest number of graduates indicated their goals were to find a job (48%) and finish their education (46%). Of those who had a goal to find a job, 34% reported it as a long-term goal

with the remaining 14% indicating it as a short-term goal. For approximately one-fourth (26%) of the graduates, marriage was a goal.

Graduates scored higher on the question on most important factors in managing money than on the related question on the type of spending plan they used (Form A, $\bar{X}$ = 3.82; Form B, $\bar{X}$ = 2.09, respectively). Important factors graduates cited in managing money were spending based on need (39%), budgeting (31%), and saving something regularly (19%). The type of spending plan used by the greatest percentage of graduates were paying for necessities and then saving (50%), using a written budget (27%), and having a budget in their head (14%).

The mean score was higher for the question which asked what graduates were consciously doing to guard their health than it was for the parallel item on what they were doing to protect their health (Form A, $\bar{X}$ = 3.38; Form B, $\bar{X}$ = 2.91, respectively). The three most frequent responses were the same on both forms. Graduates said they exercised regularly (Form A, 75%; Form B, 76%), paid attention to having a nutritious diet (Form A, 54%; Form B, 45%), and avoided overeating and weight gain (Form A, 15%; Form B, 13%).

For the Form A item on information read and used from appliance "Use and Care" booklets, graduates got a mean score of 2.8. The most frequently used information from the booklets was appliance use (59%), warnings and safety tips (34%), and cleaning guidelines (15%).

The sample gave about one correct response when asked what they had done with a defective purchase (Form B, $\bar{X}$ = 2.16). Ninety-eight percent of the graduates reported returning a defective purchase for

replacement and refund, and 4% indicated they complained to the store where it was bought.

The mean score for a Form A question on actions to conserve energy was 2.44. Energy conservation measures the graduates reported most frequently were turning out the lights when not in use (72%), adjusting the thermostat (6%), and putting weather strip, caulking, or insulation around the house (3%).

On a Form B item on use of resources available to all community residents the mean score was 2.40. The most frequently used community resources were the library (38%), recreational facilities (e.g., park, skating rink, swimming pool) (34%), schools (17%), and agencies to assist with special needs (e.g., Salvation Army, Headstart, Community Food Pantry) (13%).

A low mean score was received on an item on participation in local, state, or national politics (Form B, $\bar{X} = 1.48$). Forty-one percent reported voting, and 1% reported communicating with legislators.

The highest mean scores in this section were for items on goals for time usage, important factors in money management, and ways to guard health. Lowest mean scores were given to items on participation in local, state, or national politics; type of spending plan followed; and dealing with defective purchases.

Parenting/Child Development

The highest parenting/child development item mean score (5.28) was for a Form B item on foods a pregnant woman should be encouraged to eat. A related item on Form A -- living habits a pregnant woman should change -- got a mean score of 4.29. Graduates reported a pregnant woman should regularly consume

dairy products (76%), vegetables (60%), fruits (49%), and meat products (45%). The most frequent responses for changes in living habits were pay attention to diet (54%), get rest as needed (43%), give up smoking (42%), exercise as the doctor suggests (22%), and omit alcoholic beverages (22%).

The sample had the highest Form A parenting/child development item mean score on how to help ensure your child's physical safety at home and the lowest Form B parenting/child development item mean score on what to do to help your child avoid common childhood illnesses (Form A, $\overline{X}$ = 4.74; Form B, $\overline{X}$ = 2.79, respectively). Actions reported most often to ensure a child's physical safety at home were providing protection from burns (55%), keeping medicine and household poisons out of reach/locked (54%), keeping small, swallowable objects out of reach (37%), and providing barriers to stairs/ unsafe places (32%). The greatest number of graduates would help a child avoid common childhood illnesses by providing immunizations as prescribed by a doctor (49%) and keeping the child away from those with illness (15%).

Graduates scored higher on how to provide for a child's emotional needs than ways to show a child love (Form A, $\overline{X}$ = 4.49; Form B, $\overline{X}$ = 3.63, respectively). To provide for a child's emotional needs graduates said they would reassure/comfort the child when s/he expresses fear (54%), express affection (49%), affirm the child's self-esteem (34%), and provide a stable home life (28%). Graduates reported they would let a child know s/he was loved by telling him/her (40%), playing with him/her (22%), giving him/her things to enjoy (11%), and teaching him/her important things (11%).

The mean score was slightly higher for the question which asked what you would do to develop a child's intellect than it was for the question on ways to guide or discipline a child (Form A, $\overline{X}$ = 3.63; Form B, $\overline{X}$ = 3.25,

respectively). Graduates would help a child's intellectual development by reading to the child (51%), talking to the child (49%), repeating sounds and words with the child (32%), and providing many and varied play materials (11%). They would provide guidance or discipline by setting a good example (47%), helping the child understand the behavior is unacceptable (27%), correcting undesirable behavior (21%), and setting realistic limits and sticking with them (15%).

Graduates received somewhat similar mean scores for nearly parallel items on both forms regarding reasons that would help them decide if and when to have a child (Form A, $\overline{X}$ = 3.38; Form B, $\overline{X}$ = 3.80). Answers they gave most often were when they could afford to provide for a child's needs (Form A, 83%, Form B, 78%), they and their spouse were emotionally mature enough to be parents (Form A, 28%, Form B, 47%), and they felt ready to take on the responsibility (Form A, 28%, Form B, 36%).

Items in the parenting child development subscale to which graduates gave the greatest number of answers were foods to eat when pregnant, ways to ensure a child's physical safety, how to provide for a child's emotional needs, and changes in living habits when pregant. Items which received the least number of answers were how to help a child avoid childhood illnesses and ways to guide or discipline a child.

Question 4: Is there a relationship between graduates' scores and

a. selected variables (i.e., school enrollment, home economics enrollment, community size, presence of FHA/HERO chapter, race, and class rank)

b. number of CHE courses completed

c. measures of responsibility in real life (i.e., where they were living, for whom they were responsible, school/work status, using credit cards, and having insurance)?

Two-way analyses of variance were done to answer the question. Form was included as a variable since mean scores on the interview schedule forms were statistically different. Table 5 indicates the result of the two-way analyses of variance to answer the research question. The table includes the variables, means, F values, and level of significance. The Alpha level for significance was set at .1.

There were significant differences among total scores for the following variables: community size, enrollment in home economics, class rank, where the graduate was living, education/work status, and auto, health, life, and dental insurance. Scores were significantly higher for Form A than Form B for all variables.

Scores were highest for graduates of communities with 50,001-100,000 residents and lowest for those from communities above 100,000 residents. Scores were higher for graduates who attended a school with a home economics program with 251 or more students than for graduates from schools with smaller programs. Graduates' scores decreased from the highest academic class rank to the lowest. Graduates who had auto, health, life, and dental insurance scored higher than those who did not.

To analyze the data from the question "Where are you living now?", all responses but "at home with parents" were grouped since there were few in many of the categories. Graduates who were living in another situation (e.g., with a spouse, in a dormitory) scored higher than those living at home with parents. Because there were few responses in some of the categories

Table 5

Results of Two-Way Analyses of Variance on Demographic Variables and Total Score

N = 157

Demographic Variable	Number	Group Means on Total Score	F Values	p
Community Size				
Less than 2,000	15	48.33	2.43	.038
2,001-5,000	11	45.82		
5,001-10,000	49	45.12		
10,001-50,000	59	47.44		
50,001-100,000	13	55.23		
100,000+	10	40.50		
Form A	65	51.60	17.24	.000
Form B	92	43.57		
Enrollment in Home Economics				
Less than 75	21	48.10	3.28	.013
76-150	51	49.67		
151-250	64	42.47		
251-350	11	52.55		
351+	10	52.30		
Form A	65	51.60	13.88	.000
Form B	92	43.57		
Class Rank				
Top 25%	43	52.63	4.57	.002
Upper 26-50%	58	48.59		
Lower 51-75%	27	42.26		
Lower 76-100%	17	38.77		
Not Available	12	40.08		
Form A	65	51.60	10.44	.002
Form B	92	43.57		
Where are you living?				
At home with parents	101	43.70	14.93	.000
All others	56	52.64		
Form A	65	51.60	12.55	.001
Form B	92	43.57		

Demographic Variable	Number	Group Means on Total Score	F Value	p
Education/work status				
School, school and work	84	49.44	7.25	.008
Working	73	43.96		
Form A	65	51.60	14.21	.000
Form B	92	43.57		
Auto Insurance				
Yes	123	47.87	3.68	.057
No	34	43.35		
Form A	65	51.60	13.83	.000
Form B	92	43.57		
Health Insurance				
Yes	128	47.74	5.16	.025
No	29	43.14		
Form A	65	51.60	13.15	.000
Form B	92	43.57		
Life Insurance				
Yes	114	48.26	7.64	.006
No	43	43.26		
Form A	65	51.60	16.74	.000
Form B	92	43.57		
Dental Insurance				
Yes	91	48.98	6.32	.013
No	66	44.02		
Form A	65	51.60	14.49	.000
Form B	92	43.57		

for the question on school/work status, all responses which included school were placed in one category and all responses which were work only were put in another. In the comparison of the graduates in the two categories, the

graduates who were in school scored higher than those who were working. Lastly, students who had auto, health, life, and dental insurance performed better than those who did not.

There were no significant differences between scores and school size; total number of home economics courses taken; and number of comprehensive, child development/parenting/family, consumer economics/management/family finance, and food/nutrition/health courses taken. Subscale scores and the number of courses taken to which each scale related showed no significant differences. Real life experiences which did not impact on total scores were if the graduate owned a car, used a credit card, had property insurance, or for whom the graduate was financially responsible. For the analysis on the question "For whom are you financially responsible?", all responses where the graduate was responsible for someone else (i.e., spouse, child, parent, other) were grouped since there were few in these categories. Whether the school had a FHA/HERO chapter also was found to be not significant. However, only 6 of the 157 graduates in the sample attended a school without an FHA/HERO chapter. It is doubtful that a conclusion should be drawn based on such a small number of students in one category.

DISCUSSION

The study data are encouraging in terms of Kentucky CHE programs. The graduates were using the information taught in CHE courses. They also felt their time spent in taking CHE courses was worthwhile, as 96% reported they would definitely recommend that future students take these courses. If the adage "There's no better advertising than a satisfied customer" is true, these graduates should be influential in encouraging others to enroll in CHE courses.

Item scores and the ways in which the graduates responded to the items should be useful in Kentucky CHE curriculum evaluation and development. Lower item and subscale scores suggest concepts which have received less attention in curriculum and instructional processes. Conversely, higher scores might indicate information that has been emphasized. A content analysis of the state curriculum in relation to all items and subscale scores could have an impact on future curriculum decisions.

The instrumentation for this study was developed to be used in multiple states. The possibility exists that some of the questions may not have accurately reflected what is taught in Kentucky programs. Before further follow-up studies are done with the interview schedules, item compatibility with the state curriculum should be confirmed.

There appears to be a profile of the type of school/program which tends to graduate students who obtain high scores. To what can this be attributed? If this can be determined, efforts can be made to ameliorate other Kentucky educational environments to make them more similar to those in which students score higher.

There was a lower percentage of males in the study than are enrolled in Kentucky CHE programs. Six percent of the sample was male compared to 28% male CHE enrollees in school year 1986-87. The low sample number may have been due to the requirement of having taken at least three semesters of home economics.

Some matters need to be mentioned because of their possible implications for the study. There is a possibility that in some instances a student rather than the teacher completed a Student Information Form. Those students may have inaccurately reported information on types of courses taken due to their lack of understanding of programmatic organization and professional terminology. Inaccuracy in reporting any information can cloud issues. In this study some confusion in reporting the number of semesters and types of courses taken may have caused questionable results.

No probing was done in the interviewing process. This may have caused lower scores than those reported for a similar study done by Clawson and Johnson (1986) in North Carolina. In that study the mean scores for Forms A and B for students interviewed the fall after they graduated were 67.12 and 56.24 respectively. In this study the mean scores for the same forms were 51.60 and 43.56. (However, in both studies there were no significant differences among total scores and total number of home economics courses taken; number of comprehensive, child development, or food/nutrition courses taken; and whether the graduates owned a car or used a credit card.) Another difference in the studies was the way in which the item "What foods do you eat to be sure you have adequate Vitamin A in your diet?" was handled. In this study, if a graduate could not name a food eaten to assure adequate Vitamin A in the diet, no points were given for the item. In the North Carolina study, graduates who could not name a Vitamin A-rich food were read a list, and a point was given for each food the graduate indicated eating.

RECOMMENDATIONS

The telephone interview was an effective way to collect data. An adequate number of graduates responded, and they were cooperative and appeared to be sincere. Since we are living in a society that is very telephone-oriented (Laureman, 1988) and adolescents especially enjoy using the phone, telephone interviewing should be given consideration in future follow-up studies.

Addresses and phone numbers should be maintained on graduates who were in this study. This information could be valuable if a longitudinal follow-up study was conducted. To be assured that address/phone information was available on the greatest number of graduates, it would be important to regularly update address/phone records. This could be done via mail. Since mail is often forwarded for only a year after a person moves, an annual contact should be made.

Measures need to be taken to be sure the two interview schedule forms are parallel. While the originators intended them to be parallel, the data from this study and another in which they were used (Clawson and Johnson, 1986) indicated there were statistically significant differences between the forms.

Because of a legislative mandate that CHE programs emphasize nutrition, parenting, and consumer education, this study focused on graduate behaviors in these content areas. However, students study information important to the quality of their lives in other areas of CHE programs (e.g., housing, family relations, clothing). A follow-up study similar to this one needs to be designed for these content areas.

Instrumentation from this research could be used in a study that compared scores of students who had not taken CHE to those who had. It would be important that the treatment and comparison groups be similar in such characteristics as intelligence and academic achievement. Such a study might more definitively show program outcomes than this study.

Appendix A

Correspondence to Principals

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
43 DICKEY HALL

February 3, 1987

Dear Principal:

The Home Economics Education program at the University of Kentucky is conducting a study focusing on the effectiveness of Consumer and Homemaking Education programs. This study has been funded by the Kentucky Department of Education and is part of a national effort sponsored by the Home Economics Teacher Education Section of the American Vocational Association. In a random sampling of Kentucky schools offering Consumer and Homemaking Education programs, your school was identified.

We would like to enlist the assistance of your home economics teachers in supplying the names of five students who will have taken three Consumer and Homemaking Education courses and who will graduate in spring 1987. Data for the study will be collected from these students in fall 1987 after they have separated from the school system. Your school will not be identified in the research report.

We hope this plan for identifying Consumer and Homemaking students is within the guidelines and policies of your school district. Assuming it is, we will be contacting your home economics faculty for the names toward the end of February. If the described procedure is not appropriate in your school, please contact us by February 23.

Thank you for your assistance in this endeavor.

Sincerely,

Sandra W. Miller

Sandra W. Miller, Associate Professor
Home Economics Education
606-257-1210

Helen Shryock

Helen Shryock, Home Economics Program Manager
Kentucky Department of Education
502-564-3472

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Appendix B

Initial Correspondence to Teachers

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
43 DICKEY HALL

March 5, 1987

Dear Home Economics Teacher:

The University of Kentucky and the Kentucky Department of Education are cooperating to conduct a study on the effectiveness of Kentucky Consumer and Homemaking Education programs. The information collected should help show the importance of these programs and be useful in promoting them with school administrators, school board members, parents, students, and legislators. Your school is one of 60 that has been randomly selected to participate in the study. Your school's inclusion in the study has been approved by the principal.

The goal of the study is to follow a sample of Consumer and Homemaking students after they graduate in order to learn their use of the knowledge they gained in high school. You can help by identifying students who will graduate from your school this spring and will have taken at least three semesters of Consumer and Homemaking program courses in grades 9-12. The students will be interviewed by a member of the research team via telephone in the fall of 1987. The questions to be asked in the interview will be related to knowledge of concepts in nutrition, parenting/ child development, and consumer education/management. You can be assured that you, your school, and your students will not be identified in the summary of the data.

More specifically, we are asking you to:

1. Go through the records of seniors graduating this spring to identify all students who will have completed at least three semesters of Consumer and Homemaking Education courses and record their names. If more than five students are identified, place their names on separate slips of paper, place in a container, and randomly select five names.

2. Explain to the selected students the purpose and process for the study and secure their agreement to participate in it. (If any of the students declines to participate, select a replacement.) Complete a Student Information Form (enclosed) for each student. Tell participating students we will be sending them a letter about how to contact us if they move from their present address before fall.

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3. Complete the enclosed Teacher Information Form.

4. Return all the materials in the enclosed stamped, addressed envelope.

The data we collect from this process with be shared with you at the 1988 Home Economics Teachers Conference. The results will also become part of a national research project being coordinated by the Home Economics Teacher Education Section of the American Vocational Association.

We hope you will support this research effort and would appreciate receiving the information from your school by March 27. In the meantime, if you have questions, please do not hesitate to contact either of us.

In advance, thank you for your help.

Sincerely,

Sandra W. Miller

Sandra W. Miller, Associate Professor
Home Economics Teacher Education
(606) 257-1210

Helen Shryock

Helen Shryock
Home Economics Program Manager
Kentucky Department of Education
(505) 564-3472

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Appendix C

Student Information Form

STUDENT INFORMATION SHEET

I. Please fill in the blanks with the requested information:

Student's Name _____

Home Address _____

_____

Home Phone _____

Parent/Guardian's Name _____

School _____

II. Place letter for each answer to the following questions on the line to the left.

_____ What is the gender of the student?
1. Male
2. Female

_____ What is the ethnic/racial origin of the student?
1. Caucasian
2. Black
3. Hispanic
4. Other

_____ What is the approximate rank of the student in the graduating class?
1. Upper 25%
2. Upper 26-50%
3. Lower 51-75%
4. Lower 76-100%
5. Information not available

Give the number of semesters (1/2 year) the student took the following Consumer and Homemaking Education courses in grades 9-12.

_____ Total number of semesters of Consumer and Homemaking Education courses.

_____ Number of semesters of comprehensive Consumer and Homemaking Education courses

_____ Number of semesters of child development/parenting/family courses

_____ Number of semesters of consumer economics/management/family finance courses

_____ Number of semesters of food/nutrition/health courses

Appendix D

School Information Form

SCHOOL INFORMATION FORM

I. Please fill in the blanks with the requested information.

Teacher's Name_____

Home Address_____

_____

Home Phone_____

Name of School_____

School Address_____

_____

School Phone_____

II. Place the letter for each answer to the following questions on the line to the left.

_____ What is the size of the high school grades 9-12?
1. 500 or less
2. 501-1250
3. 1251 to 2000
4. 2001 or more

_____ What is the enrollment in home economics for the spring semester?
1. 75 or less
2. 76 to 150
3. 151 to 250
4. 251 to 350
5. 351 or more

_____ What is the size of the community which the school serves?
1. Less than 2,000
2. 2,001 to 5,000
3. 5,001 to 10,000
4. 10,001 to 50,000
5. 50,001 to 100,000
6. 100,000 or more

_____ Does the school have an FHA/HERO Chapter?
1. Yes
2. No

Appendix E

Follow-up Correspondence to Teachers

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
43 DICKEY HALL

April 7, 1987

MEMORANDUM

TO: Selected Home Economics Teachers

FROM: Sandra Miller and Helen Shryock

During the first part of March a letter requesting your help with a follow-up study of consumer and homemaking education was mailed to you. Your school was drawn in a random sample of schools in Kentucky.

If you have returned the list of names of students requested please accept our sincere thanks. If not, please do so this week. Because only a small, representative sample of schools has been selected it is important that your students be included in the study if the results are to accurately represent home economics program in Kentucky.

Although the letter requested the names of five students who will complete three semesters of home economics by the time they graduate this spring, fewer names will be satisfactory if you do not have that many students who meet the requirements for the study. In case you have misplaced the forms for recording the names of the students, please call us collect (606) 257-1210 or write us and we will send you additional forms by return mail.

If for some reason you did not receive the letter or you cannot participate in the study, please let us know. We look forward to hearing from you soon.

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Appendix F

Correspondence to Students

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
43 DICKEY HALL

April 24, 1987

Dear Student:

The home economics teacher(s) at your school has indicated you would be a good person to help us with a project we are conducting. The goal of the study is to find out the ways in which taking home economics in high school helps students after they graduate. Information we get from former Kentucky home economics students will help in home economics program development. You can be assured that you and your school will not be identified in the summary of the data.

We will be calling you sometime next fall to ask you some questions; the phone interview will take about fifteen minutes. We do hope you will talk with us when we call. The telephone number we have for you is ; if you should have a different telephone number next fall, please indicate it on the enclosed form and mail it to us in the enclosed envelope. If you have questions about the study, please write or call me at 606-257-1210.

Best wishes as you graduate. May you accomplish all your goals.

Sincerely,

Sandra Miller

Sandra Miller, Associate Professor
Home Economics Education

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DATE _____

NAME _____

High School _____

County _____

Old Phone Number ( ) _____

New Phone Number ( ) _____

Mail in enclosed envelope or to Sandra Miller, Department of Vocational Education, University of Kentucky, Lexington, Kentucky 40506-0017.

Appendix G

Interview Schedule A

INTERVIEW SCHEDULE

FORM A

A. Where are you living now?
__1. at home with parent(s)
__2. along in room or apartment
__3. with friend (or friends)
__4. with spouse
__5. in dormitory
__6. other, please specify _____

B. For whom are you financially responsible?
__1. no one
__2. spouse
__3. children (ages) _____
__4. parent(s)
__5. other, please specify _____
__6. self--paying all own bills and living away from parents

C. What are you doing now?
__1. in school or other education-related activity
__2. employed part time; what is your job?_____
__3. employed full time; what is your job?_____
__4. looking for work; any special kind of job?_____
__5. full time homemaker
__6. in school and work part time _____
__7. in school and work full time _____
__8. other combinations _____

The questions in this section relate to Nutrition.

1. How do you decide whether you had a nutritious diet for the day?

PROMPTS: 1) How do you decide if what you ate for the day was a nutritious diet?
2) How do you decide if what you ate for the day gave you all the food value you need?

__basic 4 or 5 food groups
__variety of foods spread throughout the day
__by checking back on nutrients in foods I ate
__ask person with knowledge - (If person gives this answer, follow-up with asking what made that person knowledgeable. Credit only if source noted is credible.)
__other _____
_____
__none given (or irrelevant)

2. What foods do you eat to be sure you have adequate Vitamin A in your diet?

PROMPTS: 1) What foods do you eat to be sure you have enough Vitamin A in your diet?
2) What do you eat to get enough Vitamin A?

__whole milk or fortified skim milk
__liver
__butter
__eggs
__carrots, sweet potatoes, tomatoes, squash, broccoli, pumpkin
__apricots, peaches, nectarines, watermelon, cantaloupe
__other _____
_____
__none given (or irrelevant)

3. Are there any snack foods you avoid eating even though you might enjoy them? If so, what are they?

PROMPTS: 1) Are there any snack foods you avoid eating even though you might like them?
2) Are there snack foods that you stay away from even though you like them?

__soft drinks/soda
__candy
__salted nuts
__pretzels, other salty foods
__caffeine-containing drinks
__highly caloric food (e.g., pie, cake, cookies)
__other _____
_____
_____
__none given (or irrelevant)

For what reasons do you avoid these snacks?

PROMPTS: 1) Why do you not eat these snacks?
2) Why do you stay away from these snacks?

__empty calories
__too heavily caloric/fattening
__too much salt
__caffeine may be harmful
__cost
__availability
__other _____
_____
_____
__none given (or irrelevant)

4. What specifically do you to to maintain safety of the food you ear?

PROMPTS: 1) What kinds of things do you do to maintain safety of the food you eat?
2) How do you keep food from spoiling?

__can foods only with pressure canner
__keep meats, eggs, etc., refrigerated until ready to be used
__if can't keep cold, don't take meat or egg sandwiches on picnic or for school lunch
__promptly refrigerate milk, eggs, meat and cooked dishes containing milk
__other _____
_____
_____
__none given (or irrelevant)

5. If you gain more weight than you want to, what would you do to change your eating habits?

PROMPTS: 1) If you found you had gained more weight than you like, what would you do?
2) If you gained too much weight, what would you do to change the way you eat?

__eat less
__quit eating between meals
__cut down on sweets
__get more exercise
__get some authoritative advice about weight reduction
__cut down on serving sizes
__substitute low-calorie foods for higher calorie foods
__other _____
_____
_____
__none given (or irrelevant)

The questions in this section relate to Consumer Education/Resource Development.

6. What have you done or are you doing specifically to conserve energy?

PROMPTS: 1) In what ways have you tried to conserve energy?
2) What steps have you taken to save energy?

__put on warmer clothes in winter when indoors
__don't drive as much (or expect others to drive me)
__in summer, use air conditioning sparingly
__walk more; bicycle more
__don't nag (spouse, parents, landlord) to put up the thermostat
__put another blanket on my bed; use warmer bed clothes
__helped weather-strip, caulk, insulate around the house
__closed fireplace opening
__considered energy efficiency rating on appliances to be bought
__turn out lights when not in use
__turn thermostat up in summer, down in winter
__bought electric blanket for bed (lowered room temperature)
__other _____
_____
_____
__none given (or irrelevant)

7. What information have you read and used from "Use and Care" booklets that came with appliances (e.g., a hair dryer, a refrigerator)?

PROMPTS: 1) What information in the booklets that came with your appliances helped you use and care for them?
2) What information in your appliance "Use and Care" booklets have you used?

__how to clean it
__how to store it
__where it should be taken or sent for repairs
__how to use it (including special features)
__information on warnings and safety tips
__other _____
_____
_____
__none given (or irrelevant)

8. What have you found to be the most important factors in managing your money (allowance, salary, etc.)?

PROMPTS: 1) What are the most important things you do to manage your money?
2) What are the most helpful things you have done to manage your money?

__save money regularly
__budget
__get accurate information before spending
__spend based on need
__make plans; revise as necessary
__save for things I need
__pay bills first, then spend for flexible cost items
__planning ahead to pay taxes
__planning ahead to buy insurance
__other _____
_____
_____
__none given (or irrelevant)

9. What specific goal(s) do you have for which you need to make decisions regarding your use of time?

PROMPTS: 1) What goals do you have for which you will need to decide how to use your time?
2) What are some particular goals that you have for which you will need to plan your use of time?

If long-term goal is mentioned	If short-term goal is mentioned
__to finish my education	__to find a job
__to learn career skills	__to buy a car
__to find a job	__to be married
__to be married	__to do household projects (e.g., sewing)
__to set priorities; plan to do most important things first	__manage work and family simultaneously
__redecorate	__more time for self or family
__improve exterior of living accommodations	__plan for vacation
__other _____	__more time for friends and relatives
_____	__do community work
_____	__other _____
__none given (or irrelevant)	_____
	__none given (or irrelevant)

10. What are you consciously (as opposed to unconsciously) doing now to guard your health?

PROMPTS: 1) What things do you do to keep yourself healthy?
2) What kinds of things do you do to stay in good health?

__I don't smoke
__I pay attention to having a nutritious diet
__I avoid overeating and weight gain
__I exercise regularly
__I get a reasonable night's sleep most of the time
__I wear more and/or warmer clothes in cold weather
__I have regular medical exams
__I have regular dental exams
__I use a sunscreen when sunbathing
__I don't take drugs
__I don't drink liquor excessively
__Other _____
_____
_____
__none given (or irrelevant)

The questions in this section relate to Parenting/Child Development.

11. Assuming you are already married, what reasons would help you decide if and when to have a child?

PROMPTS: 1) What reasons will or did help you decide to have a child?
2) How will you decide if and when you want to have a child?

__I, and my spouse, are emotionally mature enough to be parents
__love for children
__can afford to provide for child's needs
__feel ready to take on the responsibility
__other _____
_____
_____
__none given (or irrelevant)

12. When you or someone you care about is pregnant, what changes would you make or expect her to make in living habits?

PROMPTS: 1) When pregnant, what changes should be made in living habits?
2) When you get pregnant, what changes should you make in your living habits?

__give up smoking
__omit alcoholic beverages
__get rest as needed
__see doctor regularly
__pay more attention to nutritious diet
__take medications as (if) prescribed
__exercise regularly within limits as M.D. suggests
__continue (or discontinue) work as indicated by M.D.
__other _____
_____
_____
__none given (or irrelevant)

13. When you are a parent how will your child know that you love him/her?

PROMPTS: 1) When you become a parent, how will you let your child see that you love him/her?
2) How will your child be able to tell that you love him/her?

__I will tell him/her
__I will take care of him/her
__I will teach him/her important things
__I will play with him/her
__I will give him/her things to play with and enjoy
__other _____
_____
_____
__none given (or irrelevant)

14. What would you do to provide for your child's emotional needs?

PROMPT: 1) How would you take care of your child's emotional needs?

__provide a stable home life
__encourage independence
__express my affection for him/her
__reassure/comfort child when he/she expresses fear
__affirm child's self esteem
__praise child when he/she has learned to do something
__avoid comparisons with siblings or other children
__other _____
_____
_____
__none given (or irrelevant)

15. What will you do to help ensure your child's physical safety at home?

PROMPTS: 1) How will you make sure your child is physically safe at home?
2) What will you do to keep your child from physical harm at home?

__provide barriers to street
__keep medicines and household poisons out of reach/locked
__provide barriers to stairs/unsafe places
__use sturdy highchair
__have secure rails on crib
__watch constantly when child is in or near water (bathtub, sink, wading pool, swimming pool, etc.)
__keep small, swallowable objects our of reach
__re-evaluate safety provisions regularly
__provide for protection from burns (heaters, pans on stove, electric outlets, etc.)
__other _____
_____
_____
__none given (or irrelevant)

I have a few additional questions to ask you.

D. Do you own your own car? Who paid for it?

1 = Yes, me 2 = No 3 = Yes, but parents bought it

E. Do you have any auto insurance?

1 = yes 2 = no

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify)_____

F. Do you have any health insurance?

1 = Yes
2 = No

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

G. Do you have any life insurance?

1 = Yes
2 = No

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

H. Do you have any dental insurance?

1 = Yes
2 = No

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

I. Do you have any property insurance?

1 = Yes
2 = No

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

J. Do you use someone else's car?

1 = Yes
2 = No

K. Do you have any credit cards such as gasoline, department store, bank?

1 = Yes
2 = No

The last question relates to high school home economics classes.

L. Would you recommend that a student take home economics in high school? Answer with one of the following four responses.

__definitely
__probably
__unsure
__no

Why? _____
_____

Appendix H

Interview Schedule B

INTERVIEW SCHEDULE

FORM B

A. Where are you living now?

___1. at home with parent(s)
___2. alone in room or apartment
___3. with friend (or friends)
___4. with spouse
___5. in dormitory
___6. other, please specify _____

B. For whom are you financially responsible?
___1. no one
___2. spouse
___3. children (ages _____)
___4. parent(s)
___5. other, please specify _____
___6. self-paying all own bills and living away from parents

C. What are you doing now?
___1. in school or other education-related activity
___2. employed part time: What is your job?_____
___3. employed full time: What is your job?_____
___4. looking for work: any special kind of job?_____
___5. full time homemaker
___6. in school and work part time _____
___7. in school and work full time _____
___8. other combinations _____

The questions in this section relate to Nutrition.

1. How do you decide whether you had a nutritious diet for the day?

PROMPTS: 1) How do you decide if what you ate for the day was a nutritious diet?
2) How do you decide if what you ate for the day gave you all the food value you need?

___basic 4 or 5 food groups
___variety of foods spread throughout the day
___by checking back on nutrients in foods I ate
___ask person with knowledge - (If person gives this answer, follow-up with asking what made that person knowledgeable. Credit only if source noted is credible.)
___none given (or irrelevant)

2. What foods rich in calcium did you eat and drink yesterday? How much of each food did you eat?

PROMPTS: 1) What and how much of it did you eat or drink yesterday that had calcium in it?
2) What foods did you eat yesterday that had a lot of calcium? How much?

Food	Amount
___milk	_____
___milkshake	_____
___cheese	_____
___cottage cheese	_____
___yogurt	_____
___milk dessert	_____
___cream sauce	_____
___frozen puddings	_____
___other _____	_____
_____	_____
_____	_____

3. What snack foods do you eat most often?

PROMPTS: 1) When you eat between meals, what do you eat most?
2) Do you eat between meals? What do you eat?

___fruit (apples, oranges, etc.)
___raw vegetables (carrots, celery, cauliflower, etc.)
___milk/malteds/milkshakes
___ice cream, cheese
___pizza
___other _____
_____
_____
___none given or not valuable nutritionally

4. When storing and preparing food, how do you keep nutritional values from being lost?

PROMPTS: 1) When you store and prepare food, how do you keep the food value from being lost?
2) When you store and fix food, what do you do so the food value isn't lost?

___cook vegetables in small amount of water
___save any cooking water from vegetables to use in sauces and gravies
___cook carefully so that food is appetizing and good tasting and not left on the plate
___store canned foods in cool, dry place
___wrap foods in storage
___store foods in airtight containers
___refrigerate leftovers
___other _____
_____
_____
___none given (or irrelevant)

5. Where would you get information you could use for safe, healthy weight control?

PROMPTS: 1) How do you decide what information is safe to use for weight control?
2) How do you decide if what you read, see, or hear about losing weight is safe to follow?

___information in magazines, newspapers, and books written by persons with background in nutrition
___ask doctor
___ask home economics teacher
___ask dietitian
___book on diet recommended by doctor, home economics teacher, dietitian
___other _____
___no reply

The questions in this section relate to Consumer Education/Resource Development.

6. What are you doing to protect your health?

PROMPTS: 1) What things do you do to keep yourself healthy?
2) What kinds of things do you do to stay in good health?

___I don't smoke
___I pay attention to having a nutritious diet
___I avoid overeating and weight gain
___I exercise regularly
___I get a reasonable night's sleep most of the time
___I wear more and/or warmer clothes in cold weather
___I have regular medical exams
___I have regular dental exams
___I use a sunscreeen when sunbathing
___I don't take drugs
___I don't drink liquor excessively
___other _____
_____
_____
___none given (or irrelevant)

7. How do you participate in the local, state, or national politics?

PROMPTS: 1) In what way do you participate in local, state, or national politics?
2) What part do you take in local, state, or national politics?

___communicating with legislators
___voting
___contributing money
___giving rides to the polls
___running for public office
___serving as officer in community organization
___other_____

8. What have you done when you discovered a purchase you made was defective (a large purchase perhaps, or even a small item)?

PROMPTS: 1) What do you do when you find that something you bought is defective?
2) What do you do when you find something you bought doesn't work right?

___returned it where bought for replacement or refund
___wrote letter of complaint to local or state agency or Consumer Affairs
___complained to store where bought it
___complained to Better Business Bureau
___warned friends against the product or place of purchase
___other_____
_____
_____
___none given (or irrelevant)

9. What type of spending plan do you follow?

PROMPTS: 1) What kind of plan do you follow for spending money?
2) What kind of budget do you follow?

___budget that is written out
___budget in my head
___envelope system; label envelopes and put allotments of money in each
___pay for necessities; then save
___other _____
_____
_____

___none given (or irrelevant)

10. What resources available to all community residents have you used?

PROMPTS: 1) What community resources have you used?
2) What agencies or public places in your community have you used?

___cooperative extension advice
___library (for information or entertainment)
___local park, skating rink, swimming pool; other recreational facility
___local adult education program
___agencies to assist with special needs: Salvation Army, Community Food Pantry, churches, WIC, Headstart, Legal Aid, etc.
___YWCA/YMCA
___school
___other _____
_____
_____

___none given (or irrelevant)

The questions in this section relate to Parenting/Child Development

11. Assuming you are married, what reasons would help you decide if and when to have a child?

PROMPTS: 1) What reasons will or did help you decide to have a child?
2) How will you decide if and when you want to have a child?

___I, and my spouse, are emotionally mature enough to be parents
___love for children
___can afford to provide for child's needs
___feel ready to take on responsibility
___other _____
_____
_____

___none given (or irrelevant)

12. When someone you care about is pregnant, what foods would you expect or encourage her to consume regularly during pregnancy?

PROMPTS: 1) What foods would you consume more regularly during pregnancy?
2) When you are pregnant, what foods would you consume more of?

___dairy products (milk, cottage cheese, etc.)
___meat
___eggs
___fruits
___vegetables
___other _____
_____
_____

___none given (or irrelevant)

13. What will you do to help your child avoid common childhood illnesses?

PROMPT: 1) How could you keep your child from getting everyday childhood diseases (sicknesses)?

___provide immunization/vaccinations as prescribed by doctor
___keep child from those with illnesses
___wear mask when feeding, holding, bathing, if you have contagious infection
___provide scrupulous cleanliness with baby's food
___other _____
_____
_____

___none given (or irrelevant)

14. What will you do to give guidance or discipline to your child as he/she is growing up?

PROMPTS: 1) How will you guide or discipline your child as he/she is growing up?
2) How will you teach your child morally responsible behavior?

___consider the cause of the behavior before acting
___set realistic limits and stick with them
___correct undesirable behavior
___avoid comparisons with siblings and other children
___help child understand that the behavior is unacceptable - not the child
___set good example
___other _____
_____
_____

___none given (or irrelevant)

15. What would you do to help your young child develop intellectually?

PROMPT: What would you do to help a young child develop his or her mind?

___read to child daily (or often)
___repeat sounds and words with my child
___regularly and often take child on outings such as to the store, to the park for walks
___provide many and varied play materials
___talk to him/her
___other_____
_____
_____
___none given (or irrelevant)

I have a few additional questions to ask you.

D. Do you have your own car? Who paid for it?

1 = yes, me 2 = no 3 = yes, but parents bought it

E. Do you have auto insurance?

1 = yes
2 = no

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

F. Do you have health insurance?

1 = yes
2 = no

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

G. Do you have any life insurance?

1 = yes
2 = no

If yes, who paid for it?

3 - self
4 = parents
5 = employer
6 = other (specify) _____

H. Do you have any dental insurance?

1 = yes
2 = no

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

I. Do you have any property insurance?

1 = yes
2 = no

If yes, who paid for it?

3 = self
4 = parents
5 = employer
6 = other (specify) _____

J. Do you use someone else's car?

1 = yes
2 = no

K. Do you have any credit cards such as gasoline, department store, bank?

1 = yes
2 = no

The last question relates to high school home economics classes.

L. Would you recommend that a student take home economics in high school? Answer with one of the following four responses.

___ definitely
___ probably
___ unsure
___ no

Why? _____
_____

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